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The Core Program of Courses

I. Early Career

a. **Intelligence and World Affairs Course:** To be taken by all professional employees at the time of entry on duty or promotion to professional status. It is an introduction to the Agency and to the intelligence profession. Four weeks, full time.

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b. **The Managerial Grid** (Phase I): For employ[   ]and above with between one and three years' service in the Age[   ]an intensive, participatory learning experience which introduces management training into the employee's career, seeking to identify managerial styles and promote open communication. One week, full time.

II. Midcareer

a. **Fundamentals of Supervision and Management:** To be taken by "first line" supervisors immediately preceding, or at the time of, their appointments. The course concentrates on effective managerial behavior, emphasizing Communication, Motivation, Perception, Leadership, and Problem Solving/Decision Making. One week, full time.

b. **Midcareer Course:** To be taken by Agency officers at the GS-12/13 level, age 30-40 years, with approximately 5-10 years' service. The course enables experienced officers to widen their knowledge and understanding of the Agency and the intelligence profession. Officers who have not previously taken the Managerial Grid do so as the first week of this course. Five weeks, full-time (not including the Grid).

c. **Advanced Intelligence Seminar:** To be taken by middle and senior grade officers from throughout the Agency, GS-13/15 level, allowing for at least a three-year interval following enrollment in the Midcareer Course. The seminar emphasizes current factors affecting the Agency's role, key functions, and effectiveness. It provides opportunity for in-depth dialogue among participants and high-level guest speakers from inside and outside the Agency. Three weeks, full time.

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III. Senior Career

The Senior Seminar: Primarily for officers at the GS-16 level or
higher, although GS-15 officers may be selected. The seminar provides
to officers in highly responsible positions an opportunity for critical
examination of major developments and problems in the fields of intelli-
gence, foreign affairs, and management. It draws extensively on experts
from government, academic life, research organizations, and journalism.
Much of the learning is derived from the interaction of the participating
officers. Nine weeks, full time.

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ORGANIZATIONAL SUPPORT OF TRAINING

The projected implementation of the Personnel Development Program in combination with the OTR Profile of Courses presents the Agency with a unique opportunity for bringing its cumulative resources to bear on the question of organizational development. The effective implementation of the combined personnel and training plan depends without question upon whether or not it is reinforced by appropriate organizational authority and administrative mechanisms. Consequently, this paper discusses several significant aspects of this problem and reco█████████ steps which the Office of Training believes are vital to the ██████████ entire undertaking.

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A. Management Training for Executive Development

The Office of Training has taken a number of steps to strengthen and expand management training in the Agency. The Managerial Grid and the Fundamentals of Supervision and Management have been included in the core program of courses. Elements of management training, with particular emphasis on leadership principles and problem solving, have been incorporated in several other core courses. An intensive management training program, or leadership conference, for senior officers throughout the Agency is currently under development.

In addition, we believe there is merit in exploring the need for a management training course designed specifically for branch chiefs throughout the Agency. Recognizing the difficulty in developing a course pertinent to the operation of all branches in the Agency, and allowing for what is probably a wide disparity in the grade levels of "branch chiefs," there nevertheless is logic to the idea. The branch in many instances is the key organizational unit in terms of day-to-day operations in the Agency and is also, at least conjecturally, the level at which potential executives begin to emerge.

> Recommendation: That the Board of Visitors make recom-
> mendations with respect to a branch chief management
> training course, including content, attendance, etc.

Training Sanctions and Executive Development

We reacted negatively to suggestions earlier that officers failing to meet stipulated training requirements be denied promotions to certain grades. In our judgment, such sanctions would penalize many individuals for circumstances beyond their control.

On the other hand, we do believe that officers should not be assigned to responsibilities for which they are not properly prepared. The potential executive, in particular, ought to be given systematic training in his managerial capabilities. There are a number of training opportunities for these officers, but at the very least they should be trained in both the principles of leadership and their general application.

> Recommendation: That "first line" supervisors, i.e., officers in the GS-7/10 range, take the Managerial Grid (Phase I) and the Fundamentals of Supervision and Management preferably prior to and in no case later than six months after, assuming supervisory responsibilities. (Waivers would require ExDir approval.)

C. The Training Officer and the PDP

If training is to make significant contributions to personnel management and development, there needs to be increased realization throughout the Agency about training appropriate and available to achieve this goal. The new OTR Catalog should prove very helpful in this respect, but there are two supplemental considerations.

First, each Deputy Director should establish one or more training models or profiles appropriate to the long-term development of his personnel. OTR's Profile of Courses, as published in the Catalog, establishes a training model on an Agencywide basis, but the more specialized training needs of the several directorates must also be determined and projected. Consequently, we think OTR should work with individual and "grandfather" career services in developing specific training models to suit their purposes.

Second, continuing reliance on training as an instrument of personnel development requires that the Annual Personnel Plan become the focal point for planning training, as well as developmental assignments, for individual officers. Component training officers must be

involved fully in this effort. Unfortunately, many component training officers lack adequate knowledge both of their components' substantive work and of training opportunities, they have relatively junior status, function only part-time as training officers, and are regarded widely as processors of training requests. We believe the PDP should be an occasion for rectifying this condition.

Recommendations:

1. That a senior OTR officer, preferably from the Curriculum Council, and the Senior Training Officer of each Directorate be assigned to work within their areas ▮▮▮▮▮▮▮n developing career training models or p▮▮▮▮▮▮iate   ILLEGIB to their personnel.

2. That the Board of Visitors examine the role and influence of the component training officer in terms of grade level, membership on career service boards and panels, amount of time allocated to training responsibilities, and knowledge of both training opportunities and the component's substantive functions.

D. Training Requirements

In order for OTR to be able to plan appropriate training on a timely and scheduled basis for large numbers of employees, we have genuine need of a reasonably accurate forecast of training requirements. Our training projections for any given year generally reflect our operating experience in one or more past years.

Core courses should be scheduled one year in advance. Consequently, OTR needs reliable forecasting, backed by organizational discipline requiring individual officers to be made available for stipulated training on a planned basis. Without such forecasting, OTR cannot realistically plan the allocation of resources or adjustments in courses to meet organizational needs. For example, even though we have been advised to expect larger numbers of students in our core courses for FY 1974, we have at this point rather ill-defined contingency factors against which to plan.

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Recommendation: That once the directorates have developed career training models for their personnel, nominations of ▮▮▮▮▮▮▮ ▮▮▮▮ for particular courses become an integral part of the Annual Personnel Plan.